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Disciplinary
Literacy as
Responsive
Practice: The Role
of the Teacher

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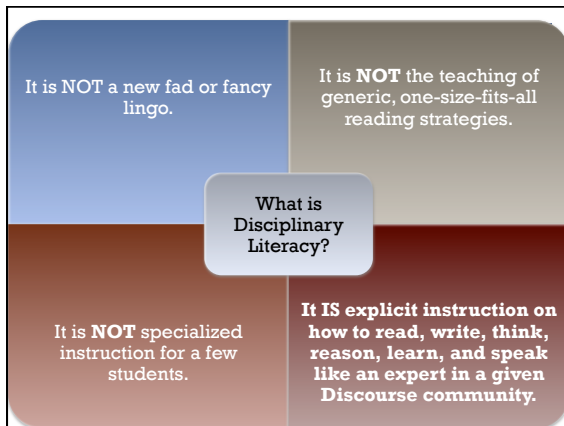
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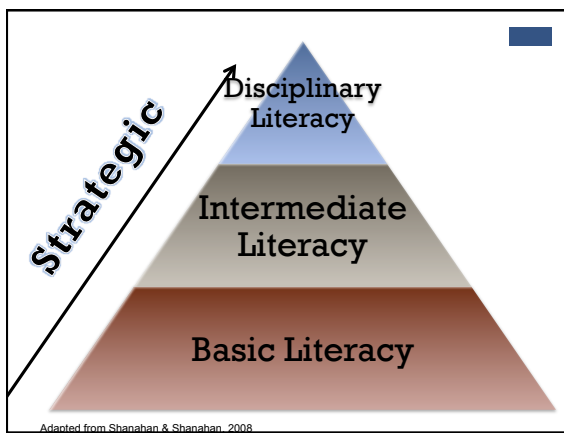
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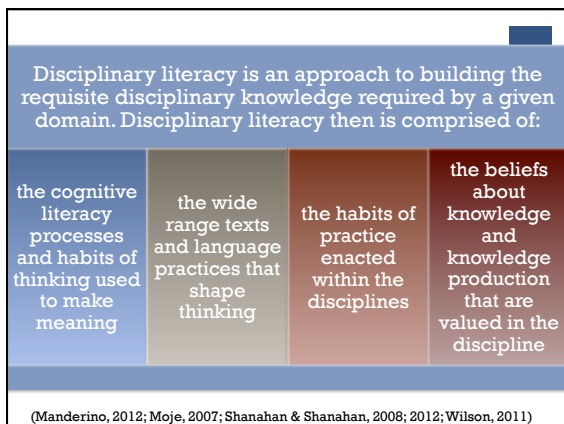
GOALS

Conceptualize
disciplinary
literacy for
classroom
practice

Examine
practices for
designing
responsive
disciplinary
literacy
instruction

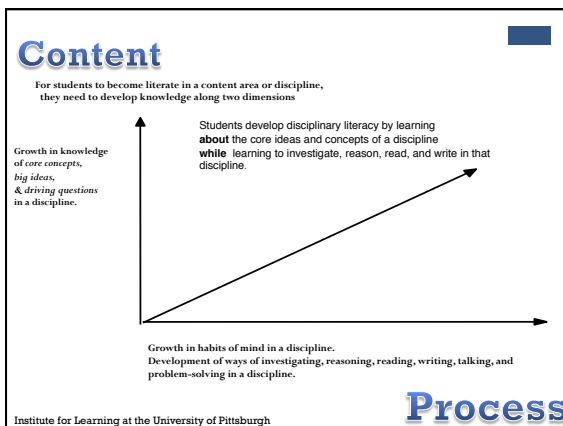








Disciplinary Knowledge		
Domain Knowledge	Topic Knowledge	Disciplinary Knowledge
<ul style="list-style-type: none"> • History • Science • Mathematics • English Language Arts 	<ul style="list-style-type: none"> • The Civil War • States of Matter • Polynomials • American Literature 	<ul style="list-style-type: none"> • The ways knowledge is created • The ways knowledge is shared • The texts that are utilized by the discipline • The practices and discourses utilized by the discipline



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Teaching on the Diagonal

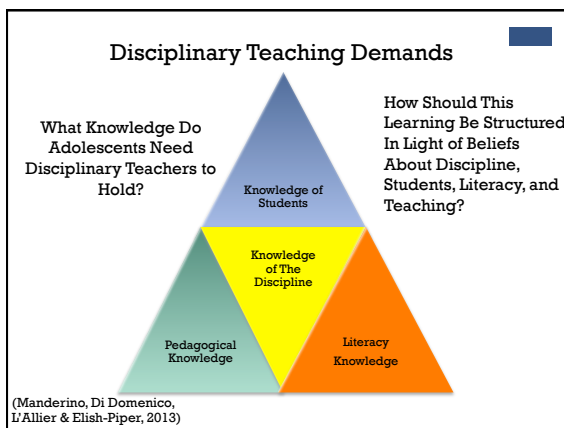
Teachers must then be able to **teach** on the diagonal.

Content expertise

- **conceptual knowledge**
- **habits of thinking** of their disciplines

Teaching strategies and habits of practice

- Reading
- Writing
- Talking



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Disciplinary Teaching Demands

How Do Teachers View Adolescents?

- Deficient or unique & capable, holding funds of knowledge?

How Do Teachers View Their Discipline?

- Determined or locally constructed and needing critique?

How Do Teachers View Literacy?

- A generalizable set of skills or situated practices depending on discipline, purpose, prior knowledge, mode, and participants?

How Do Teachers View Their Role As A Teacher?

- The holder of all knowledge or a co-participant in inquiry who can apprentice adolescents into the discipline?

Wilder, 2013

Unresponsive Disciplinary Teaching	Responsive Disciplinary Teaching
What Do We Want Students To Be Able to Know, Understand, and Be Able To Do?	
<ul style="list-style-type: none"> Learn sanctioned content (discrete facts) using a sanctioned reading and writing process. 	<ul style="list-style-type: none"> Learn and critique disciplinary knowledge (core ideas, concepts, and driving questions) including literacies (ways of investigating, reasoning, reading, and writing) valued in a discipline.
What Will Count As Evidence of Learning?	
<ul style="list-style-type: none"> Secretive summative assessments that measure recall of discrete facts and decontextualized reading and writing skills. 	<ul style="list-style-type: none"> Performance tasks providing multiple ways for students to demonstrate disciplinary knowledge including literacies.
What disciplinary experiences will build student independence?	
<ul style="list-style-type: none"> Transmission of content through "one-size fits all" activities. 	<ul style="list-style-type: none"> Inquiry with a local lens explores disciplinary questions and provides scaffolding of disciplinary literacies as students produce and defend knowledge.

(Wilder, 2013)

+ Disciplinary Literacy Objectives

Students will be able to:

Construct an model of evaporation	Evaluate the use of symbolism in a poem	Generate a claim about LBJ's culpability in the Gulf of Tonkin Incident
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+ Disciplinary Literacy Practices

Construct a model <ul style="list-style-type: none"> translate written and visual texts, synthesize ideas 	Critique use of symbolism <ul style="list-style-type: none"> read closely, situate use of symbolism against other texts 	Generate a claim about LBJ <ul style="list-style-type: none"> source, contextualize, corroborate across sources
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+ Disciplinary Literacy Instruction

Content Area Literacy Strategies may provide some initial scaffolding for comprehension of disciplinary texts.

Additional supports are needed to meet your disciplinary objectives.

• A general summary or types of questions will be insufficient.

+ The Role of Objectives

- Objectives should be
 - Based on the standards
 - Related to the "habits of thinking," not just the content
 - Consider the verbs

What are the standards asking?
What is your objective asking?

+ Writing Discipline-Specific Objectives

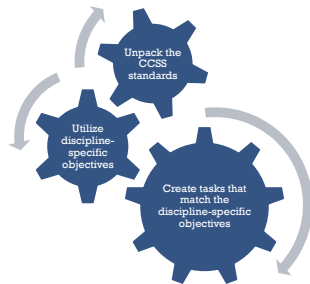
Discipline Specific Objective

Unpack the Standards

CCSS Standard

Consider tasks that target the discipline-specific objective.

+ CCSS and Disciplinary Literacy



+ Unpacking Standards – English

Standard	Unpacked	Objectives
CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	-Determine a theme or central idea of a text -Analyze how the specific ideas of a text contribute a central idea -Provide an objective summary of a text	Analyze several pieces of textual evidence to show how the details of the text demonstrate the emerging and shaping theme of relationships between mothers and daughters over the course of the novel.

+ Discipline-Specific Objectives – English

Discipline	Non Example	Example
ELA	Create a plot diagram for Amy Tan's novel <i>The Joy Luck Club</i> .	Trace a theme throughout a novel and show how the specific details shape that theme. Analyze how the specific details of Amy Tan's novel <i>The Joy Luck Club</i> presents the theme of relationships between mothers and daughters emerges and is shaped and refined over the course of the text.

+ Creating Tasks – English

Discipline	Objective	Non-Example	Example
ELA	Analyze how the specific details of Amy Tan's novel <i>The Joy Luck Club</i> presents the theme of relationships between mothers and daughters emerges and is shaped and refined over the course of the text.	In multi-paragraph essay, explain the theme of Amy Tan's novel <i>The Joy Luck Club</i> relates to everyday life.	In a multi-paragraph essay, explain how the Amy Tan uses literary elements to develop the theme of relationships between mothers and daughters.

+ Unpacking Standards - Math

Standard	Unpacked	Objectives
Statistics.3 Recognize the purpose of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each	<ul style="list-style-type: none"> - Recognize the purpose of sample surveys, experiments, and observational studies - Recognize the differences among sample surveys, experiments, and observational studies - Explain how randomization relates to sample surveys, experiments, and observational studies 	<ul style="list-style-type: none"> - Make a conjecture about the purpose of surveys, experiments, and observational studies - Construct an argument, using evidence, to support each conjecture - Construct an argument regarding why randomization is or isn't essential to each (survey, experiments, and observational studies)

+ Discipline – Specific Objectives – Math

Discipline	Non Example		Example
Math	Define sample survey, experiments, and observational studies.	Apply definitions of these terms to examples of research questions/ studies.	<ul style="list-style-type: none"> - Compose conjectures about the purpose of surveys, experiments, and observational studies and construct an argument, using evidence, to support each conjecture. - Construct an argument regarding why randomization is or isn't essential to each (survey, experiments, and observational studies).

+ Creating tasks – Math

Objective	Non Example	Example
<ul style="list-style-type: none"> - Compose conjectures about the purpose of surveys, experiments, and observational studies and construct an argument, using evidence, to support each conjecture. - Construct an argument regarding why randomization is or isn't essential to each (survey, experiments, and 	<ul style="list-style-type: none"> - Complete a graphic organizer that explains the purpose and impact of randomization on surveys, experiments, and observational studies. 	<ul style="list-style-type: none"> - After reading several varied scenarios describing research studies, compose conjectures about the purpose of surveys, experiments, and observational studies. Construct an argument, using evidence, to support each conjecture. - Construct an argument regarding why randomization is or isn't essential to each. (Your audience is a classmate who does not agree with your argument.)

+ 3 – 2 – 1 Pause

- Consider the examples from each of the four disciplines.
 - What are three things you notice about the difference between the examples and non examples presented in the models?
 - What are two areas of this process with which teachers on your team/in your district might struggle/excel?
 - What is one question you have about using discipline-specific objectives?

+ Unpacking Standards – Social Studies

Standard	Unpacked	Objectives
CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources	<ul style="list-style-type: none"> -Compare and contrast treatments of the same topic -Differentiate primary and secondary sources 	After reading a variety of primary and secondary source texts from Jim Haskins's <i>Black Blue, and Gray: African Americans in the Civil War</i> , analyze the role of African American soldiers in the Civil War and how the type of source as well as the author's motive, interest, and bias impacts the presentation of that role.

+ Discipline-Specific Objectives – Social Studies

Discipline	Non Example	Example
History/ Social Studies	Understand the role of African American soldiers in the Civil War	Compare primary and secondary sources
		Analyze the role of African American soldiers in the Civil War by comparing and contrasting primary and secondary source materials from <i>Jim Haskins's Black, Blue, and Gray: African Americans in the Civil War</i> .

+ Creating Tasks – Social Studies

Discipline	Objective	Non-Example	Example
Social Studies	Analyze the role of African American soldiers in the Civil War and how the type of source as well as the author's motive, interest, and bias impacts the presentation of that role.	Compare and contrast the primary and secondary sources in Jim Haskins's <i>Black, Blue, and Gray: African Americans in the Civil War</i> .	After reading several texts from Jim Haskins's <i>Black, Blue, and Gray: African Americans in the Civil War</i> , create an I-Chart that represents the way in which the roles of African Americans in the Civil War differ based on the source type, author, and author's motive/interest.

+ Writing Discipline-Specific Objectives – Science

Standard	Unpacked	Objectives
Literacy for Science and Technical Subjects, 9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	-Determine the central ideas or conclusions of a text -Trace the text's explanation or depiction of a complex process, phenomenon, or concept -Provide an accurate summary of the text	After reading, "Microbes at Home in Your Gut May also be Influencing Your Brain" by Tom Siegfried, Determine Siegfried's conclusion regarding the role of microbes on mental health to <i>explain how microbes function in the human system</i> .

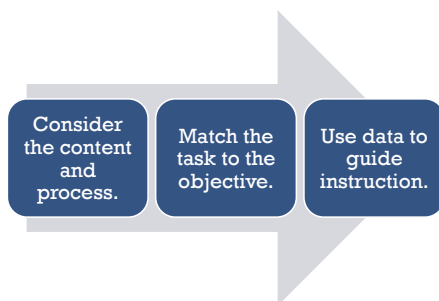
+ Writing Discipline-Specific Objectives – Science

Discipline	Non-Example		Example
Science	Explain how microbes function in a system.	Write a summary of the text.	After reading, "Microbes at Home in Your Gut May also be Influencing Your Brain" by Tom Siegfried, Determine Siegfried's conclusion regarding the role of microbes on mental health to explain how microbes function in the human system.

+ Creating Tasks – Science

Objective	Non Example	Example
After reading, "Microbes at Home in Your Gut May also be Influencing Your Brain" by Tom Siegfried, Determine Siegfried's conclusion regarding the role of microbes on mental health to explain how microbes function in the human system.	In an organized paragraph, explain how microbes function in a human system.	Create a model that depicts Siegfried's conclusion regarding the role of microbes on mental health to explain how microbes function in the human system.

+ Consider Assessment



+ What are you assessing?

Content	Skills
<ul style="list-style-type: none"> ■ <i>Discrete Knowledge</i> <ul style="list-style-type: none"> ■ Names ■ Dates ■ Facts ■ Places ■ Events ■ <i>Conceptual Knowledge</i> <ul style="list-style-type: none"> ■ Causation ■ Chronology ■ Processes ■ Themes 	<ul style="list-style-type: none"> ■ <i>General</i> <ul style="list-style-type: none"> ■ Explanation ■ Synthesis ■ Argumentation ■ Analysis ■ Comprehension ■ <i>Disciplinary</i> <ul style="list-style-type: none"> ■ Sourcing ■ Translating ■ Modeling ■ Hypothesis Testing

+ Disciplinary Literacy Assessments

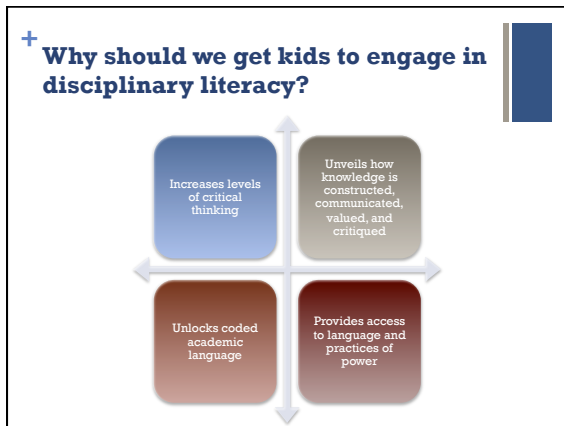
Assessments need to be both formative and summative.

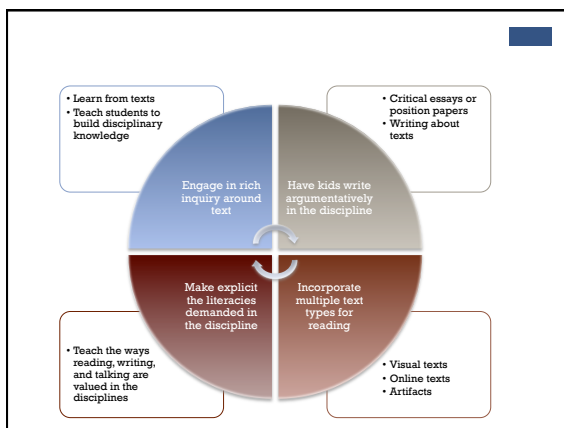
NOT a binary of skill vs. content

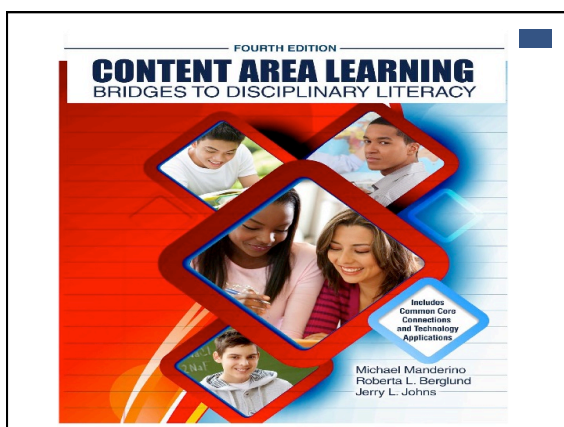
Assessment of the process by which students generate their displayed knowledge.

+ Assessment Tasks

Produce knowledge that requires a display of disciplinary thinking with disciplinary texts.







+ Further Reading

- Manderino, M. & Wickens, C.M. (2014) Addressing Disciplinary Literacy in the Common Core Standards. *Illinois Reading Council Journal*, 42(2), p. 28-39.
<http://www.literacyinlearningexchange.org/addressing-disciplinary-literacy-common-core-state-standards-ccss>

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